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Unit Title: Thinking, Talking, Reading and Writing about Literary and Informational Texts to Determine the Central Message of Stories or Main Topic using Key Details and Retellings to Demonstrate Understanding

Overview: During this unit students learn routines of The Reader’s Workshop and how to work and learn together in partner relationships. They learn how to preview texts to make predictions about what they are going to read. Readers learn to think about their thinking through making connections to text. Readers ask and answer questions about key details in text to demonstrate understanding. Readers begin to explore literature through thinking about these key details for understanding of the central message or main topic. They retell stories in their own words using key details. Through a word splash activity, students learn to clarify or learn the meaning of new words. Students use the illustrations and details in a text to describe the important information or key ideas in books they read. Readers continue to practice building fluency and to be encouraged to read with enthusiasm for purpose and understanding.

Focus Standards:

- RL.1.1 Ask and answer questions about key details in a text.
- RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3 Describe characters, settings, and major events in a story, using key details.
- RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.
- RI.1.1 Ask and answer questions about key details in a text.
- RI.1.2 Identify the main topic and retell key details of a text.
- RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrase in a text.
- RI.1.7 Use the illustrations and details in a text to describe its key ideas.
- RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.
- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.

Supporting Standards: RL.1.4, 1.7, 1.10; RI.1.1, 1.2, 1.4, 1.5, 1.10; W.1.5, 1.6, 1.8; RF.1.1, 1.2. 1.3; L.1.1, 1.2, 1.4, 1.5; SL.1.1a,b,c, 1.2, 1.3, 1.4, 1.5, 1.6)

Although this unit focuses on specific standards, **balanced literacy** must be ensured so that students progress in all aspects of literacy. Writing should occur both during the Reading Workshop and the Writing Workshop. During the Reading Workshop, writing will focus on writing about reading. During Writing Workshop, writing will focus on the writing process.

Reading Workshop is the recommended framework for standards-based reading instruction. The workshop framework is a cycle of differentiated support that begins with whole group instruction; narrows to small group and individual instruction based on student need, and concludes with whole group sharing. Assessment and intervention are embedded within the workshop framework.

Classrooms that do not use a workshop framework are expected to implement research-based reading instruction daily. **Research-based reading instruction provides daily opportunities for students to experience:** interactive read alouds, shared reading, whole group mini-lesson, small group instruction, conferring with a teacher, independent reading practice, thinking, talking and writing in response to reading, and closure/reflection. Teachers meet with small groups of students on a rotating basis and

meet with the lowest achieving students daily. Targeted interventions are provided for students who need more support. Whole group, small group, and individual instruction should be standards-based.

This unit includes multiple lesson seeds. Lesson seeds include objectives, learning targets, sample activities, anchor charts, thinking stems, and formative assessment suggestions. Lesson seeds should be used to build or grow a learning experience, and are for the whole group mini-lesson. A learning experience includes standards, learning targets, materials, formative assessment opportunities, mini-lessons (e.g., teach/model/demonstrate, guided practice), daily work time (e.g., guided reading, focus groups, and/or book clubs) and daily group sharing (reflection and evaluation of the learning). **Some lesson seeds are designed to take multiple days.** For example, the mini-lesson might take one or two days, the guided practice would become the mini-lesson for the following day, and possibly extend to the next day. In addition, based on formative assessment, if the majority of students did not understand the mini-lesson concept, seeds may be repeated with different texts or excerpts. If some of the students did not understand the mini-lesson concepts, small group instruction and teacher-led conferences are utilized to re-teach, reinforce, and support students who need additional help.

Interactive read-alouds, as well as on-level shared reading experiences allowing students to see and hear fluent reading of the text, should be included daily in addition to the reading during the mini-lessons. Lesson seeds often revisit texts that have previously been read in prior experiences of shared reading and/or read-alouds.

Although it may take more than one day to complete one seed, always remind readers of the focused learning target at the end of the daily mini-lesson. Then, send readers off to read on their own with a directive relating to the mini-lesson for their independent reading and writing. After work time, readers are gathered again to share and reflect on the strategies and thinking they used independently while reading and how they might have grown as readers.

These curriculum units should not replace the work teachers need to do to support students in their development of phonemic awareness, phonics, word recognition, and spelling skills. Reading Foundational Standards will be addressed daily during Word Study, which may occur before the reading workshop. Students will have opportunities to apply and reinforce the use of word recognition skills and strategies during Reading Workshop and Writing Workshop. For example, when a teacher models letter-sound correspondence during a Word Study lesson, the teacher will want to draw attention to using that skill during the workshop mini-lesson, and provide opportunities for students to apply their use of the skill during authentic reading and writing.

Writing Standards 1-6 and most Language Standards will be taught during Writing Workshop, which is separate from Reading Workshop. However, these standards will be reinforced and will support the learning of other standards throughout these units.

Handwriting Instruction – During this six-week unit, students in first grade should receive Manuscript and/or Modern Manuscript writing instruction on a daily basis as part of their Word Study and Writing Workshop. Appropriate letter and word formations are expected and reinforced as students engage in authentic writing tasks. The JCPS Handwriting Map, which includes a link to resources to support instruction in letter formation, can be found on the JCPS Gheens website.

Objective: Students, with prompting and support, will read prose and poetry of appropriate complexity for grade 1.

Lesson Seed #1

Learning Targets:

- I can read books and poems. (RL.1.10)
- I can ask for help when needed. (RL.1.10)
- I can learn to do what good readers do. (RL.1.10)
- I can use strategies to make sense while reading. (RL.1.10)

Note: This lesson seed shares some routines of The Reader's Workshop (this is not an exhaustive list). Add norms and procedures over the next few weeks to help your Reader's Workshop flow smoothly. Adapt the lesson and routines to fit the goals and needs of Reader's Workshop in your classroom. Building students' stamina for reading increasingly longer periods of time is another objective of this lesson.

Mini-Lesson: (RL.1.10; W.1.8; SL.1.1, 1.6; RF.1.1, 1.2, 1.4; L.1.1, 1.2, 1.4) **This seed may take more than one mini-lesson.** *Students, today we will revisit the routines or the things we do as readers to be ready for our work during Reader's Workshop. The workshop is a time where we become readers. Let's look back at some of our routines or the way the Reader's Workshop works. Every day at the start of Reader's Workshop, we will gather together right here for a meeting on the carpet. The meeting place is where we get to learn about what good readers do. We do some of our best thinking here. Let's remember some of the routines we practiced.* Think aloud and record your thoughts on an anchor chart:

Routines for Reader's Workshop
First we meet on the carpet for the mini-lesson.
We read a story with our teacher.
We think about what we are reading.
We turn and talk with our partner.
Sometimes we record our thinking on an anchor chart so we can look at the chart later for help.
We follow classroom norms.

After thinking aloud and writing routines on the chart, ask students to help with the list of routines (you may want to sketch pictures). *Hmm...What else would people see us doing during Reader's Workshop? Turn to your partner and think about other routines we practiced or that could be added to the 'Routines for Reader's Workshop' anchor chart.* Students turn and talk while the teacher moves about and listens to the students' conversations. Teacher returns to the chart to add important routines to the anchor chart. (continued on next page)

Routines for Reader's Workshop
First we meet on the carpet for the mini-lesson.
We read a story with our teacher.
We think about what we are reading and learn a new strategy.
We turn and talk with our partner.
Sometimes we record our thinking on an anchor chart so we can look at the chart later for help.
We follow classroom norms.
We practice the strategy or new learning with our teacher.

We go to work time.
We continue to practice our new learning or reading strategies with a partner or work independently.
We do other work time activities.
We read our independent level books from our book baggies.
We read for longer periods of time.
Our teacher walks around the room and listens to us read.
Our teacher works with us in small groups.
We meet back on the carpet for share time.

Students, this is a good list of routines to keep our Reader's Workshop running smoothly. I will hang this anchor chart in our room. You can always read it to help you know what to do if you forget. Remember, in our Reader's Workshop the reader's job is to read. Remember every day we are practicing to read for longer periods of time.

Guided practice: Turn and talk with your partner. Discuss routines you do well during Reader's Workshop and choose two routines you want to practice doing better. Remember to prompt and guide students and support them when needed. Students turn and talk while the teacher moves about and listens to the students' conversations. Have several students share their goals.

Work Time: Send students off with a directive to read for even a longer period of time and to practice their goals. Have students read with a partner or independently. Have them write their goals in their reader's notebook. This independent practice from the mini-lesson should last no more than 15 minutes (adjust time as needed). Then, students transition into other work time activities. Students will also read text at their independent reading level.

While students are working, circulate the room, listening in to their reading or pull small groups of students to provide focus group instruction for students who need additional support. This is also the time you would pull guided reading groups.

Share time: Bring students back to the carpet. Have several students share if they were able to meet their goals for Reader's Workshop. *Were you able to read a little longer today?*

Sample Thinking Stems/Anchor Chart:

- Routines for Reader's Workshop anchor chart
- How did I help my partner?
- Did we take turns?
- How did we practice our reading strategies?
- Did I ask for help?

Formative Assessment Opportunities:

- As students turn and talk, listen in to their conversation and provide support and guidance when needed.
- When students are working with their partner, monitor students and provide guidance and support when needed.
- Observations during work time: Did students read longer?
- Did they meet their goals recorded in their reader's notebook?

Lesson Seed #2

Learning Targets:

- I can read books and poems. (RL.1.10)
- I can ask my partner for help when needed. (RL.1.10)
- I can learn to do what good readers do. (RL.1.10)
- I can use strategies to make sense while reading. (RL.1.10)

Note: You will need “Routines for Reader’s Workshop” anchor chart created in previous lesson. Have books ready for students to use with a partner for guided practice (one book per partner pair). Make sure partners are paired using same reading levels. Lucy Calkins shares, “Depending on what you observe when your students read together, you’ll want to offer instruction that supports them with both the technical aspects of partnerships (taking turns, deciding how to read together, holding the book in the middle, settling disputes, and so on), and you’ll want to provide them with a variety of ideas for what they might talk about to each other. You can show partners ways to coach each other in their reading by relying on strategies to help them get through tricky parts and figure out words or by reading in different ways (choral, echo, taking turns).”

Mini-Lesson: (RL.1.10; W.1.8; SL.1.1, 1.6; RF.1.1, 1.2, 1.4; L.1.1, 1.2, 1.4) **This seed is intended to span more than one mini-lesson.** *Students, today we will revisit the routines, or the things we do as readers to be ready for our work during Reader’s Workshop. We will learn about ways to read books with our friends and how to talk about the books. The workshop is a time where we become readers. We do some of our best thinking here. Let’s look back at some of our routines, or the way the Reader’s Workshop works (quickly revisit Routines for Reader’s Workshop).*

I’m thinking we need to have reading friends, someone we read with and talk to about books. A reading friend can help us read the tricky parts and learn strategies. For the next few days, we’ll learn ways to read with a friend and continue to read so that you both become stronger readers who can read for longer times. Choose one of your students to be your partner. Now, model how to read with a partner or reading friend. Have students turn and talk about things they noticed and record on an anchor chart, “Reading With My Partner.”

Reading with my Partner
Where will you sit?
Who will read first?
Will you read together?
How will you help each other?
Give each other ‘wait a minute’ time.
Read softly to each other.
Help each other with strategies.
Hold the books carefully.
Use nice manners.

Guided Practice: Students will practice reading with a partner using one book to share between them. As partners read monitor their behaviors. Step in and suggest ideas to help support their efforts. Learning how to hold the book so both can see the print, taking turns, etc., will be new for some students. Have students share how they worked with their partner.

Work Time: Send students off with a directive to continue to practice reading with their partner. Have them write in their reader's notebook one way they helped each other or were kind to each other. Remind partners to refer to the anchor chart for support. This independent practice from the mini-lesson should last no more than 15 minutes (adjust time as needed). Then, students transition into other work time activities. Students will also read text at their independent reading level.

While students are working, circulate the room, listening in to their reading or pull small groups of students to provide focus group instruction for students who need additional support. This is also the time you would pull guided reading groups.

Share time: Bring students back to the carpet. Have several students share if they were able to meet their goals for Reader's Workshop. *Were you able to read with your partner? Were you able to read a little longer today?*

Sample Thinking Stems/Anchor Chart:

- "Routines for Reader's Workshop" anchor chart
- "Reading With My Partner"
- How did I help my partner?
- Did we take turns?
- How did we practice our reading strategies?
- Did I ask for help?

Formative Assessment Opportunities:

- As students turn and talk, listen in to their conversation and provide support and guidance when needed.
- When students are working with their partner, monitor students and provide guidance and support when needed.
- Observations during work time: Did students read longer? Did they work well with their partner?

Objective: Students will ask and answer questions about key details in text.

Lesson Seed #3

Learning Targets:

I can preview a text to gain important information about that text. (RL.1.1)

I can ask and answer questions. (RL.1.1)

Note: During this seed, students will record questions and make predictions based on the previewing of a text they are going to read. As you begin reading aloud to the class, ask them to focus on some of the questions they created or predictions that were made.

Mini-Lesson: (RL.1.1, RL.1.3, 1.7, 1.10; W.1.8; SL.1.a, b, c, 1.2; L.1.6) The purpose of today's mini-lesson is to model how to preview a text before reading to gather information about the story. You will want to use a visualizer to project the book for students to see. The book for this lesson seed is Kitten's First Full Moon (E).

Begin by asking students, *What can you do before you read a book to help you understand it?* Explain to students that good readers take time to preview a book before reading it in order to gain information about the story, characters, and setting. It is also a time to make predictions and ask questions that can be answered while reading. As students make predictions, begin asking them, "What makes you think that?"

Continue the lesson, showing students the front and back covers of the book and reading the title. *What do you think the book will be about?* Model how to ask and answer questions as you preview the book. Think aloud, *The title says, "Kitten's First Full Moon." I wonder if kitten has seen a moon before. I'll write that question on our anchor chart.* (Has kitten seen a full moon before?) *As I look at the front cover of the book I see a kitten. She seems to be licking her paw. I see a flower garden. I wonder if kitten hurt her paw on a thorn. I'll write that question on our chart.* (Did she hurt her paw on a thorn?) *The words on the back cover say, "What a night?" I wonder what she has been doing all night. I'll write that question on our chart.* (What has kitten been doing all night?)

Questions and Predictions
Has kitten seen a full moon before?
Did she hurt her paw on a thorn?
What has kitten been doing all night?

Guided Practice: (this may occur during the next mini-lesson) Show students the first page and ask them what they see in the picture. Ask them what questions they have and add them to the chart. Continue previewing the book with students. Turn the pages in the book so students can see the pictures. Encourage students to turn and talk with a partner. Have partners share any questions and/or predictions. If students struggle, model once more how to ask questions and make predictions about the book. Ask, *What do you think kitten will do next?* Remind them and support them as they make predictions. Include what made them think what they thought. Why did they make certain predictions? Read the story to students and encourage them to listen for answers to any of the questions or predictions.

Work Time: Send students off to work time with a directive to preview one of their independent reading texts (they may work independently or with a partner). Remind them to look at the front cover, back cover, first page, etc. in order to gather information about the story, characters, and setting. They can record in their reader's notebook one or two questions they have or predictions they make about the text they are working with. This independent practice from the mini-lesson should last no more than 20 minutes. Then students transition into other work time activities. Students will also read text that is at their independent reading level. As students continue to read their independent texts, they can focus on the questions and predictions as they read.

While students are working, you will want to either circulate the room, listening in to their reading or pulling small groups of students to provide focus group instruction for students who need additional support. This is also the time you would pull guided reading groups.

Share: Bring students back together to share with a partner. *What questions did you have about your book? Who made predictions as they previewed their independent text? Did you find the answers?*

Thinking Stems/Anchor Chart:

- "Questions and Predictions" anchor chart
- What questions can we ask based on the front cover? The back cover? The title?
- What predictions might we make based on the front cover? The back cover? The title?
- What in the text made you predict that?

Formative Assessment:

- Analyze students' notebooks to see whether or not they have asked questions and made predictions. Based on your analysis, some students may need additional support previewing texts.
- Exit slip: Explain the importance of previewing a text before reading it. Listen in during turn and talk for understanding about key ideas and details.
- Observe or conference during guided practice and independent reading for understanding about previewing, making predictions, and asking and answering questions.

Objective: Students will think about their thinking (i.e., making connections, asking, and answering questions) while reading to make sense of key ideas and details in the text.

Lesson Seed #4

Learning Targets:

I can think about my thinking as I read. (RL.1.1 & RI.1.1)

I can make connections to a text. (RL.1.1 & RI.1.1)

I can ask questions before, during, and after reading a text. (RL.1.1 & RI.1.1)

I can answer questions before, during and after reading a text. (RL.1.1 & RI.1.1)

Note: This seed is adapted from an experience on metacognition described in Comprehension Connections, by T. McGregor. Good readers monitor their thoughts, or think about their thinking, while reading. No matter the level of readers, time should be spent noticing, naming, and exploring metacognition.

Materials for this lesson include one large bowl labeled "real reading salad," two small bowls, one labeled "text" and the other "thinking," small green paper squares that say "thinking," small red paper squares that say "text," a challenging adult book you may be currently reading outside of school (i.e., Warriors of God), and a deep, thinking picture book. A deep, thinking picture book recommended for this seed is Don't Laugh at Me, by Seskin and Shamblin. The authors are songwriters. The text is actually a song recorded by music artists, Peter, Paul, and Mary. However, any deep thinking picture book will work for this seed. Copy a few sentences from the text onto the Metacognition ThinkSheet.

(LINK) Make copies for each student.

Mini-Lesson: (RL.1.1 & RI.1.1, RL.1.4, 1.10; RI.1.4, 1.10; W.1.8; SL.1.2, 1.3) This seed may take more than one mini-lesson. Students are asked to pretend to be the teacher by listening to you read. They will evaluate you as a reader. Begin by telling them how the book you are about to read was recommended by a friend and has several hundred pages and contains many difficult words. Tell them the text is challenging for you but you will do your best as you read the first paragraph. Read the text with expression and at an appropriate rate with no difficulty. Have students turn and talk about what they think of you as a reader. Responses will include how good of a reader you are and how you read all of the words with no help.

Let them in on a little secret about yourself when you were in school. Tell them how sometimes you faked your teachers and other people out when you were reading. You always raised your hand to read aloud in school and did an awesome job by reading aloud really hard words and reading very fast. But there was something you weren't doing. You were not thinking. You were just reading the words. If your teacher would have asked you questions about what you read, you wouldn't have been able to give thoughtful answers. Explain about fake reading and how you were doing fake reading as you just read aloud. It sounded good, but you were not doing any thinking. Ask students if they have ever done fake reading. Explain how they are being metacognitive by thinking about their thinking.

Explain how you will model real reading and how it is like a tossed salad. Introduce the materials and how they will help understand more about real reading. *A tossed salad might be a mixture of lettuce and tomatoes. A “reading” salad is a mixture of text and thinking.* Each bowl is filled with cards. The text bowl includes red cards that say “text” (tomatoes). The thinking bowl includes green cards that say “thinking” (lettuce). *With your help, we will make a reading salad while enjoying a great book! I am going to show you exactly how real reading works.* Explain how you will point to the text while reading the text and point to your head when you are thinking. Choose one helper to be in charge of the text bowl, and one helper to be in charge of the thinking bowl. One helper puts a red card into the salad bowl each time you point to the text. The other helper puts a green card into the salad bowl each time you point to your head. During your thinking, model making predictions, making connections, and asking and answering questions. Model thinking, reading text, thinking, reading text, thinking and so on. After midway through the book, send helpers back to the group, and have students turn and talk about what they have just seen and what they are thinking.

Guided Practice: (this may occur during the next mini-lesson) *Listen as I continue to read, but this time you will do the thinking.* Drop in a red text card each time you read. Then, call on readers to share what’s going on inside their head. Have each reader drop in a green thinking card as they share their thinking. After reading each page of text, have several readers share their thinking to model more thinking than reading so that more green cards are being added at a much faster rate. After reading, guide readers to realize how much more green (thinking) there is in the salad than red (text). Discuss how real reading should include much more thinking than reading to understand. Create an anchor chart.

Work Time: Remind readers again of the learning targets. Provide each reader with a Metacognition ThinkSheet. Read the text on the text side together and have each reader draw/write about their own thinking from this text. This independent practice from the mini-lesson should last no more than ten minutes. Then, students transition into other work time activities. Have readers begin to think more about noticing their own thinking as they are reading their own texts at their independent reading level. Have them track their thinking on a post-it note, a ThinkSheet, or reader’s notebook, for evidence of this great thinking by recording the text (and page number if applicable) on one side and their thinking on the other. While students are working, circulate the room to listen in or confer with them on their reading, or pull small groups to provide focus group instruction for students needing additional support. Guided reading groups are also to be pulled at this time.

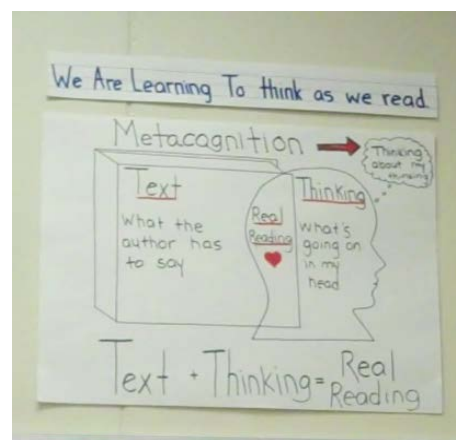
Share Time: Have readers share their thinking about the chosen part of the text. Have them share parts from their own texts, their thinking, and how they tracked their thinking.

Sample Thinking Stems/Anchor Chart:

- I’m wondering ...
- I’m noticing ...
- I’m thinking ...
- I’m remembering...
- Think about what you read and create your own question about an important idea in this text.
- What are you thinking?
- Can you tell me some important things that happened in the story?
- Can you find one of the important ideas in this text?

Formative Assessment Opportunities:

- Listen in during turn and talk for understanding about reading and thinking.
- Use student writing during independent practice as an exit slip for thinking about their thinking.
- Observe or conference during independent reading for noticing and tracking their thinking from their own texts.
- Check for understanding of noticing their thinking during small groups by having readers begin to track their thinking.



Objective: Students will ask and answer questions about key details in a text.

Lesson Seed #5

Learning Targets:

I can think about what I read. (RI.1.1)

I can explain that a key detail is an important part of a text. (RI.1.1)

I can identify key details in a text (e.g., who, what, where, when, why, and how). (RI.1.1)

I can ask and answer questions about key details while I am reading. (RI.1.1)

Note: Teach kids to ask questions. Being able to identify information and key details is a prerequisite to and will support higher levels of comprehension, such as inferring and drawing conclusions. The questions children ask deepen their thinking and help readers to distinguish between key details and irrelevant information. Encourage children to share their wonderings. Generate questions before, during, and after reading. This lesson seed will use the big book, Amazing Animals (R).

Interactive Read Aloud: (must occur prior to the mini-lesson) *Today we will learn how to ask and answer questions about key details while we are reading. Good readers read to answer questions about important information and identify key details. When we read, we are thinking about what we are reading and we ask questions to help us understand the key details. Before I read a book, I preview the book to get a picture of what I am about to read. Then I focus my reading on what is the most important information. Model asking a few questions while reading the title, previewing the photographs, diagrams and other visual elements. Turn and talk with your partner. What questions do you have? What do you think this book will be about? Call on a few students to share their partners' questions and thinking. Read and think aloud through the book, stopping to ask and answer a few questions about key details, e.g., I see a kangaroo on the cover of this book. Why is he so amazing? I wonder if kangaroos are so amazing because they can jump far.*

Mini-Lesson: (RI.1.1; RI.1.5, 1.7, 1.10; W.1.8; L.1.1, 1.4, 1.5, 1.6; SL.1.1, 1.2, 1.4, 1.6) **This seed may take more than one mini-lesson.** *Today we will learn how to...* (read through the mini-lesson's learning targets). Remind students of the earlier read aloud and the discussion about asking and answering questions about key details.

Now, let's focus our reading on asking and answering questions and identifying the key details in the book. Tell them good readers ask questions before, during, and after reading to help them understand. Read the title and first several pages of the book. Model asking questions using some of the questions stems from the anchor chart (see next page). Record your questions on an anchor chart.

Why do frogs have long tongues?

How does a frog use his tongue?

Why do kangaroos have big feet?

Continue reading to page 7. Encourage students to ask questions as you continue reading. *What questions do you have?* Record their questions on the anchor chart. Model answering a question. Think aloud: *I wanted to know what is amazing about kangaroos. On page 6, I read a kangaroo uses its feet for jumping and for fighting. If you had the feet of a kangaroo, you could jump over two cars! The picture shows a girl with kangaroo feet jumping over two cars. Both the text and the illustration answered my question.* Remind students we can get answers from the illustrations, text or both. Tell them some of their questions may not be answered and we may need to use other sources.

Guided Practice: (this may occur during the next mini-lesson) Read aloud the rest of the book, pausing at the end of each page. Have students ask and answer questions. Add their questions to the anchor chart. Prompt and guide them to answer the questions and identify important parts of the text, key details. Monitor students and provide guidance and support as needed.

Work Time: Send students off to work time with a directive to ask and answer questions about important information and identify key details. Remind students we can get answers from the illustrations, text or both. Provide them with informational text on their independent reading level. They may work with a partner or independently. Have students write two questions in their Reader's Notebook. Tell them to record any word they do not understand or cannot pronounce. Students will also read literary text that is at their independent reading level. This independent practice from the mini-lesson should last no more than 15 minutes. Then, students transition into other work time activities.

While students are working, circulate the room, listening in to their reading or pull small groups of students to provide focus group instruction for students who need additional support. This is also the time you pull guided reading groups.

Share Time: Ask students, *What questions did you ask today?* Ask students whether they were able to answer any of their questions. Turn and talk to your partner.

Sample Thinking Stems/Anchor Charts:

Questioning
I wonder.....
I don't understand....
What if.....
It confused me....
Who, What, Where, When, Why....
How could....

Formative Assessment Opportunities:

- As students turn & talk, listen to their conversation, provide support and guidance as needed.
- When students are working with their partner, monitor students and provide guidance and support when needed.
- Use the work time assignment and/or select a question from the Thinking Stems and ask students to respond to in their reader's notebook.
- Students can explain that a key detail is an important part of the text.
- Students can identify key details.
- Students can ask and answer questions about key details in a text.

Objective: Students will identify the main topic and retell key details of a text.

Lesson Seed #6

Learning Targets:

I can identify the main idea or topic of a text. (RI.1.2)

I can retell the key details of a text (RI.1.2)

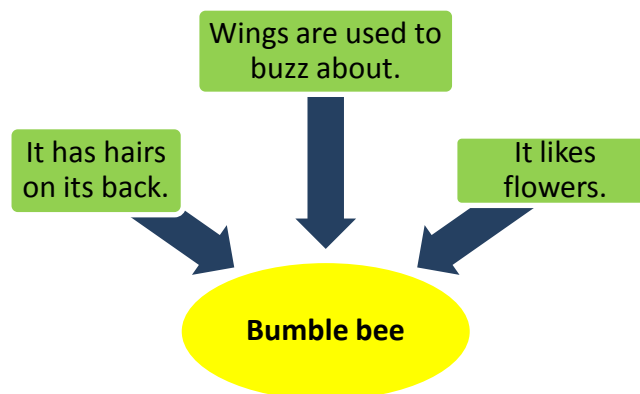
Note: This seed may take several days to complete and may need to be repeated with different texts to support students in meeting this standard. This lesson seed will be using the book, What Do You Do With a Tail Like This? (E)

Mini-lesson: (RI.1.2, RI.1.7, 1.10; W.1.8; L.1.1, 1.4, 1.6; SL.1.1, 1.2, 1.4) **This seed may take more than one mini-lesson.** Tell students you have been noticing how they are really thinking as they are listening to or reading informational books. *Good readers remember key details about topics to retell others as they are learning about their world. Today we are going to identify the main idea or topic of text we read and think about key details to retell others.*

I am going to retell you some key details I have gathered from reading informational books about different topics. I want you to turn and talk to your partner and use the key details to determine the topic. Listen. Read the key details below and have students Identify the topic.

Key Details: It is yellow and black. It has hairs on its back. Wings are used to buzz about. It likes flowers. Topic - (Bumblebee)	Key Details: It lives in soil. It is always wet and wiggly. There are segments on its body. It is a good digger of tunnels. Topic – (Earthworm)	Key Details: They are from paper. They contain pictures and words. They are full of stories. Details can be found in them. Topic - (Books)
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As you retell the key details about the topics you know or have learned from books, record the details in a web-designed graphic organizer. Chart the key details on the outside of the web and the topic determined by the students in the middle.



To help you identify the topic, I shared with you key details about bumblebees, earthworms, and books. Retelling the key details helped you understand the books I have read. I shared with you the most important information. We do this all of the time when we talk to family and friends about books we have read. We retell key details to help them understand the information we are learning about world. We have to decide what information or key details to retell others to help them understand the topic.

Let's talk more about key details. What are key details? Create an anchor chart identifying the importance and characteristics of details. Just like we use key details in our conversations with others, writers have to decide what key details they will use in their writing to help their audience understand. Readers have to think about key details to understand what they are reading.

Key Details
✓ Give us Information about the topic or main idea
✓ Help us understand who, what, where, when, why, and how
✓ Help us learn new information (informational reading)
✓ Help us retell most important information

Read several pages of the informational book, What Do You Do With a Tails Like This? (E). You will want to use a visualizer to project the book for students to see. Model thinking about the key details to help you understand and identify the main idea/topic. *Turn and talk to your partner. What kind of thinking did I do as I read the book?* Have some students share. *Yes, I was thinking about the main idea/topic—animals use their noses.* (Elephants use their nose to give themselves a bath. A mole uses its nose to find its way underground. An alligator uses its nose to breathe while hiding in the water.) *Thinking about the key details will help us remember the main idea/topic, animals use their noses. I can draw a picture about the different ways animals use their noses to help me retell the key details. These key details help me to better understand about what I am reading.*

Guided practice: (this may occur during the next mini-lesson) Continue reading the story. Have students predict ways animals might use their tails. Next, read how animals use their tails. Students write/draw on post-its the key details how animals use their tails. After reading, have students turn and talk with a partner. *Use your post-it notes to retell how animals use their tails. These key details will help you better understand the information.* Monitor students and provide guidance and support as needed. Have partners share key details. Record the key details on an anchor chart. (see next page) Ask, *What was the main idea?* (Animals use their tails.)

Animals use their tails. (Main idea/topic)
A giraffe brushes off flies with its tail. (Key Detail)
A lizard can break off its tail to get away. (Key Detail)
Scorpions can give a nasty sting with their tail. (Key Detail)
Monkeys use their tail to hang from trees. (Key Detail)
Skunks lift their tail to warn a stinky spray is on the way. (Key Detail)

Work Time: Send students off to work time with a directive to think about key details while reading to help understand the text and identify the topic/main idea. Students may work independently or with a partner. *As you are reading and enjoying your own books, jot down on post-it notes the key details that help you understand the topic/main idea. These post-its notes can be placed in your readers' notebooks along with the title of the book to help retell the key details of the text. Refer to the anchor charts if you need help.* This independent practice from the mini-lesson should last no more than 15-20 minutes. Then, students transition into other work time activities. Students also read text that is at their independent reading level.

While students are working, circulate the room, listening in to their reading or pulling small groups of students to provide focus group instruction for students who need additional support. This is also the time you would pull guided reading groups.

Share Time: Bring students back to the carpet to share. *Good readers think about and remember important key details about the topics they are reading to help them better understand their world. Use your post-it notes to retell the key details of your book to a partner.*

Sample Thinking Stems/Anchor Chart

- Graphic Organizer
- “Key Details” anchor chart
- “Animals Use Their Tails”

Formative Assessment Opportunities:

- Listen in during turn and talk for conversation about using key details to understand text.
- Use students’ post-it notes from work time as an exit slip to show the use of key details to help understand the text.
- Observe or conference during guided practice and work time to support identifying the main idea/topic.
- Listen to retelling during share time and small group instruction.
- Students can explain that a key detail is an important part of the text.
- Students can retell key details of a text.
- Students can identify the main idea or topic of a text.

Objective: Students will retell what happens at the beginning, middle and end of a familiar story.

Lesson Seed #7

Learning Target:

I can retell stories using key details. (RL.1.2)

Note: Students will need to bring their independent familiar reading books to use during guided reading. They will use them to practice retelling key ideas during guided practice. This seed may take several days to complete and may need to be repeated with different texts to support students in meeting this standard. If additional practice and support is still needed with determining key details, provide students with an experience using the seed from the Kindergarten Unit (Weeks 19 – 24) before proceeding with this seed. This seed, from the Kindergarten Unit, involves charting all details on an additional chart first, then sifting out less important details to identify the key details (see included example of anchor chart from the Kindergarten Unit.)

Interactive Reading Aloud: (must occur prior to the mini-lesson) You will be revisiting Kitten’s First Full Moon (E) or another previously read text.

Mini-Lesson: (RL.1.2, RL.1.7, 1.10; W.1.8; L.1.1, 1.4, 1.6; SL.1.1, 1.2, 1.4) **This seed may take more than one mini-lesson.** *I have been noticing how you are beginning to think more about the key details when you are reading your books. You are able to understand more about what you are reading. I am listening to your conversations with your partners about what you have read. Good readers love to tell others about what they have read. Retelling helps good readers understand more about the story. Good readers retell stories by including enough key details about the characters, setting and events to make the listener interested and understand enough about the story to be able to talk about it with them. Good readers always use characters’ names when retelling stories. Good readers retell what happened at the beginning, middle and end of the story. We will learn how to determine importance by using key details to retell stories to our partners in our words. Good readers love to tell others about what they read!*

Listen as I retell a story we have read. Retell a familiar book in a short sentence, giving very few or no details (do not include the title, characters' names, etc.). Then, ask students what book you told them about and how your story or retelling sounded. *Did I tell you enough details to keep you interested? Would you understand enough about the story if you had not read the story?* Then, retell the story again using the anchor chart to tell the key details about the characters, setting, and events. Have students turn and talk about which story or retelling sounded more interesting and gave more key details. Have some students share. Explain the difference in the two stories or retellings. It is important to emphasize that good retellings use characters' names, make the text come alive to keep the listener interested; take big steps by only telling the important parts (key details); and use your own words. *We will begin to retell stories to our partners about what we are reading.*

What is the best way to retell a story to a partner? Begin and anchor chart, "Retelling to Our Partners." (You may want to sketch pictures.)

Retelling to Our Partners	
✓	Begin with the title.
✓	Use the characters' names.
✓	Make the text come alive.
✓	Start at the beginning.
✓	Take big steps through the story.
✓	Tell only the important parts about the beginning, middle, and end of the story.
✓	Use your own words.

Reread Kitten's First Full Moon and chart the key details about the characters, setting, and events. *Now, let's think about how you would retell a friend about this story we have read. Listen as I retell the story to you.* Retell the story without expression, in a short sentence, and giving very few or no key details. (This is a story about a kitten). *Turn and talk to your partner about my retelling. Were you able to understand the story from my retelling? Did I use the key details in my retelling to keep you interested?* Have students share after they turn and talk. Then, retell the story again using the chart to tell the key details about the kitten, setting, and events. *Turn and talk now to your partner about the better of the two retellings and discuss why one was better than the other.* Have some students share and talk about the differences.

Guided Practice: (this may occur during the next mini-lesson) Students will practice retelling with a partner using their familiar text. Remind students to refer to the anchor chart. As partners retell, monitor their behaviors. Encourage partners to help each other. Refer to anchor chart for help. Step in and suggest ideas to support their efforts. Have partners share some of the retellings.

Work Time: Send students off with a directive to remember how retelling helps readers understand even better. *As you are retelling stories to your partners or others, remember to include key details about the characters, setting and events to make the listener interested and understand enough about the story so you both can discuss the story. It is very important to always use characters' names when retelling stories to help the listener understand the story.* Remind students to refer to the anchor chart for help. Have students record the title and write and draw pictures in three-page booklets of what happened in the beginning, middle and end of a story. This independent practice from the mini-lesson should last no more than 15-20 minutes. Then, students transition into other work time activities. Students also read text that is at their independent reading level.

While students are working, circulate the room, listening in to their reading or pulling small groups of students to provide focus group instruction for students who need additional support. This is also the time you would pull guided reading groups.

Share Time: Bring students back to the carpet to share. Have students share their three-page booklets of what happened in the beginning, middle and end of a story. *Remember, good readers retell stories by including key details about the characters, setting and events to make the listener interested and understand enough about the story to be able to discuss it with them.*

Sample Thinking Stems/Anchor Chart:

- “Retelling to Our Partners” anchor chart
- How do I retell a story to my partner?
- “Sifting Out Key Details” anchor chart from Kindergarten Unit:

Formative Assessment Opportunities:

- As students turn and talk, listen in to their conversation and provide support and guidance when needed.
- When students are working with their partner, monitor students and provide guidance and support when needed.
- “Listen in” when students turn and talk for understanding while students are talking about which of the retellings was better of the two.
- Listen in when students turn and talk to observe the retelling of a familiar book using key details.
- Read over the three page booklets of what happened at the beginning, middle, and end for understanding of retelling.
- During guided reading, have readers retell the story while others follow the story with their books.

Kakadu Jack
• Molly Mack lives in Jamaica.
• She has a parrot named Kakadu Jack.
• Molly is wearing a red shirt.
• Molly takes Kakadu Jack to the market to buy fruit.
• Molly looks at the bananas.
• Kakadu Jack steals fruit from the market.
• Molly is wearing a hat.
• There were lots of people at the market.
• Kakadu Jack has red, yellow and blue feathers.
• The owners get upset with Kakadu Jack.

Objective: Students will combine what they already know (schema) with details of text information (puzzle pieces) to demonstrate understanding or central message (the big picture).

Lesson Seed #8

Learning Targets:

- I can determine the central message in a story using key details. (RL.1.2)
I can identify the characters, settings , and major events. (RL.1.3)
I can use key details to describe the characters in a story. (RL.1.3)
I can use key details to describe the settings in a story. (RL.1.3)
I can use key details to describe the major events in a story. (RL.1.3)

Note: For this lesson seed you will display an unassembled puzzle on the document camera or use a puzzle application on the SMARTboard. (Some online puzzle websites are listed with the resources for this unit.) During guided practice, students will use their independent reading books to share the central message in a story using key details.

Interactive Reading Aloud: (must occur prior to the mini-lesson) You will be revisiting Kitten’s First Full Moon (E) or another previously read text.

Mini-Lesson: (RL.1.2 & RL.1.3, RL.1.7, 1.10; W.1.8; L.1.1, 1.4, 1.6; SL.1.1, 1.2, 1.4) **This seed may take more than one mini-lesson.** *I have been noticing how you are retelling stories to your partners and others, and remembering to use key details to keep your listener or partner interested. You are helping them understand enough about the story to be able to talk about the story with you. I am hearing you use characters' names when retelling stories and starting at the beginning. I love it when you make the text come alive in your retellings! We know good readers know how to retell stories in their own words.*

Usually, stories have some kind of message that the author wants us to understand after reading. Good retellings always include this central message to show that the reader understood the story. We are going to begin to think more about the central message in stories to help us show that we understand more about what we read.

Display an unassembled puzzle on the document camera or use a puzzle application on the SMARTboard. While the puzzle pieces are disarranged, ask the students to identify the "big picture." *I wonder what we need to figure out the big picture.* Have students turn and talk and then have some students share out. *So, in order to see the big picture, we have to begin working with the pieces. The pieces must interact with each other before we can see the big picture.* Begin to assemble the puzzle slowly as students begin to try to figure out the big picture. As more pieces connect, the picture becomes clearer. Explain that they began with what they already knew (schema) and combined it with new information (puzzle pieces) to create new understanding (big picture.)

Let's now think about seeing the big picture in books we read. This big picture is called the central message. Just like the puzzle pieces had to interact with each other to see the big picture of the puzzle, the details of a story interact to help us understand the central message.

Reread Kitten's First Full Moon (E) (or another previously read text). You will want to use a visualizer to project the book for students to see. As you are reading the book, write down (on blank puzzle pieces) key details from the book (about the characters, setting and events) that will help you retell the story. Then, show the puzzle pieces under the document camera. Have students turn and talk about what they noticed you were doing as you were reading and have some students share.

Now, choose one or two puzzle pieces (key details) and read aloud. Have students think about how just those one or two pieces (key details) did not help to understand the big picture of the story. Next, assemble the puzzle. Reread all of the puzzle pieces (key details) about the characters, setting and events after it is assembled. *Now we know the central message of the story because I told the key details about the characters, setting and events.* Have students turn and talk how the author uses these key details in their stories to help readers see the big picture. *It is important to always think about the key details. These key details work together to give the reader the big picture or idea of the story. This big picture or idea is called the central message.*

Guided Practice: (this may occur during the next mini-lesson) Students will need their independent reading books. Students will use their independent reading books to share the central message in a story using key details. Monitor their retelling noticing if they retell stories including key details from the characters, setting and events. Encourage partners to help each other. Step in and suggest ideas to support their efforts.

Work Time: Send students off with a directive to remember to think about the central message while reading texts with their partners. *Thinking about the central message helps us retell the story to others and understand the story better. As you are retelling stories to your partner, remember to include key details about the characters, setting and events. Good retellings always include the central message.* In their reader's notebooks, have students record the title and write/draw pictures about the central message of the story. Include key details about the characters, setting and events. This independent practice from the mini-lesson should last no more than 15-20 minutes. Then, students transition into other work time activities. Students also read text that is at their independent reading level.

While students are working, circulate the room, listening in to their reading or pull small groups of students to provide focus group instruction for students who need additional support. This is also the time you would pull guided reading groups.

Share Time: Bring students back to the carpet to share their reader's notebooks. Students will share the central message of a story from independent reading. *Remember, good readers retell stories by including key details about the characters, setting and events to make the listener interested and understand the story and the central message.*

Sample Thinking Stems/Anchor Chart:

- 8-10 piece puzzle of a large picture
- Blank puzzle pieces
- What key details should I remember?
- What is the central message of the story?
- Identify the characters, setting(s), and major events.
- Who are the character(s) in a story?
- What are the key details to describe the setting(s) in a story?
- What are the key details to describe the major events in a story?

Formative Assessment Opportunities:

- "Listen in" while students turn and talk for understanding of the big picture or central message.
- "Listen in" during retellings to partners for understanding of central message.
- Have students share from their reader's notebooks the central message and key details about characters, setting and events.
- Students can identify the characters, settings , and major events.
- Students can use key details to describe the characters in a story.
- Students can use key details to describe the settings in a story.
- Students can use key details to describe the major events in a story.

Objective: Students will ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

Lesson Seed #9

Learning Target:

I can clarify or learn the meaning of words by asking and answering questions. (RI.1.4)

Note: Do not teach content vocabulary outside the context of text students are reading. The goal of content vocabulary instruction is to make the text itself more meaningful. The purpose of this seed is to provide ideas for vocabulary instruction before reading, while reading, and after reading of informational text. This lesson seed has been developed utilizing suggestions shared by Nancy Boyles.

Marie Clay taught us to think about meaning, structure and visual information and rereading to cross check all cueing sources at word difficulty. However, academic, domain specific vocabulary often cannot be learned through context. These words need to be briefly ‘frontloaded’ before the lesson, so during reading students recognize the word and gain some meaning to begin the learning of the new word.

Before reading the text, identify the most important/essential words in the book to support student understanding (no more than six or seven). For this lesson seed we will use the easy to read, So That’s How the Moon Changes Shape! (CL). Introduce the words using a **five** minute “word splash” activity. Write the words in a cloud or on a chart (see below).

Some of the words will be **Tier 2 Words:** words that are important to the text, but are also useful to students’ speaking and writing vocabularies (that enhance comprehension). They may be words students have heard but can’t effectively use. Choose these words carefully, like **glow** or **shine**. Write these words on a chart.

Some of the words will be **Tier 3 Words:** new academic, vocabulary words, those you need to understand particular domains of knowledge. In this text, they’re words important to comprehending the science content (**half moon, crescent moon, rays, and reflects**). Add these words to the chart.



Mini-Lesson: (RI.1.4, 1.5, 1.10; SL.1.3, 1.4, 1.6; RF.1.1, 1.2, 1.3, 1.4; W.1.8; L.1.1, 1.2, 1.4, 1.5) Ask students to identify a word they have seen before. *Do you know anything about these words? Turn and talk with your partner, discuss anything you know about these words.* Have students share their thoughts. Clarify their understanding and discuss any words they don’t know. Read the words as you point to each word, and ask students to predict how all these words will fit together in the book, So That’s How the Moon Changes Shape! Now students have a reading purpose, and they can determine if their predictions were close. Begin reading the book. Project the book using the visualizer so all students have access to the text.

If you encounter additional words, which need clarification, quickly record the word on the chart and briefly discuss the meaning of the word and continue reading (**circle, glow, Earth**). After reading the text is the time to **reserve** for explicit vocabulary instruction. Remember to provide many exposures to the new word(s) over the next few days (explain and give examples). Ask students to explain the words and give examples.

Now let's focus on asking and answering questions to learn the meaning of words.

Return to the text, So That's How the Moon Changes Shape! Model for students how to ask and answer questions about the meaning of words. Create an anchor chart, "The word I'm learning is." *Listen as I ask and answer questions about the meaning of this word. Write the word "rays." I wonder. Does the meaning of this word have anything to do with the sun? The sun gives off rays of light. Here is what the text said that made me think of this question. The book tells us, "Even though the sun is on the other side of the Earth at night, where you can't see it, the sun's rays may still reach the moon and make it glow." I also notice an illustration that shows the sun's rays shining on the moon and the earth. I am going to draw a picture of the sun's rays (see below). Next, I am going to write an example of this word.* Have students turn and talk about what they heard and saw you do. Provide support as needed.

Splash Vocabulary Anchor Chart

Guided practice: (this may occur during the next mini-lesson) Have students choose a word they are trying to learn the meaning of from the chart. *In your reader's notebook, write the word you are*

learning. Sketch the way you picture this word. Explain or write an example of the word. Share your work with a partner. Monitor students as they work and provide guidance and support when needed. Identify students who may need small group support during work time.

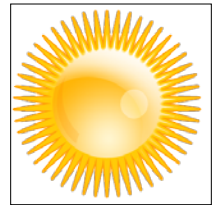
The word I'm learning is rays.

Here's the way I picture this word:

Here's the way I would explain this word:

The sun gives off light. We call the sun's light rays.

An example of this word or another word that is like this word is sunlight.



Work Time: Send students off to work time with a directive to learn the meaning of words by asking and answering questions about the word they are investigating. *Remember you can learn the meaning of words by asking and answering questions. In your reader's notebook, write the title of the informational book you are reading. Keep a list of words that are unclear to investigate later. Choose one or two words. Return to the page in the book that has the word. Use the information on the page to ask and answer questions. Write the word you are learning. Sketch the way you picture this word. Explain or write an example of the word. Refer to the "The word I'm learning is" anchor chart.* This independent practice from the mini-lesson should last no more than 15 minutes. Then, students transition into other work time activities. Students will also read text that is at their independent reading level.

While students are working, circulate the room, listening in to their reading or pulling small groups of students to provide focus group instruction for students who need additional support. This is also the time you would pull guided reading groups.

Share Time: Bring students back to the carpet to share. Have students share their list of unclear words and "The word I'm learning is" activity.

Sample Thinking Stems/Anchor Chart:

- Splash Vocabulary Activity
- The word I'm learning is _____.

Here's the way I picture the word



Here's the way I would explain this word: _____.

An example of this word or another word that is like this word is _____.

Formative Assessment Opportunities:

- As students turn and talk, listen in to their conversation and provide support and guidance when needed.
- When students are working with their partner, monitor students and provide guidance and support when needed.
- Reader's Notebook: "The word I'm learning is" activity

Objective: Students will use the illustrations and details in a text to describe its key ideas.

Lesson Seed #10

Learning Targets:

I can describe an illustration in a text. (RI.1.7)

I can identify details in a text. (RI.1.7)

I can use the illustrations and details in a text to describe the key ideas. (RI.1.7)

I can talk with a partner about the important information. (SL.1.1)

Note: This seed may take several days to complete and may need to be repeated with different texts to support students in meeting this standard.

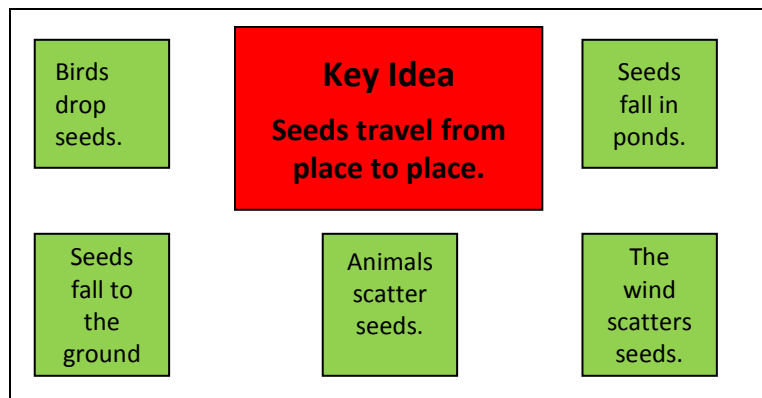
Interactive Read Aloud: (must occur prior to the mini-lesson) *Good readers use the illustrations and details in a text to describe the important information or key ideas in books they read. Today I want to read this informational book, From Seed to Plant (E) with you. Explain to students that like many informational texts, it has illustrations and details to describe the important information or key ideas. The important information (key ideas) is what we need to remember. Show students how to skim and scan the book. Let's preview the book by skimming and scanning. I preview a book before I read to get a complete picture of what I will be reading about. I focus my reading on what is important, the key ideas. Watch how I use the illustrations and visual features to help me learn the important information. Can you tell how the author uses this chart to help us understand? What does this chart add to your thinking to help you understand? Model for the students how to quickly gather important information about key ideas from the text, illustrations, and text features.*

Mini-Lesson: (RI.1.7, RI.1.1, 1.2, 1.5, 1.10; W.1, 1.5, 1.6, 1.8; L.1.1a,c,d, 1.4a, 1.5b, 1.6; SL.1.1a,b,c, 1.2, 1.3, 1.4, 1.5 1.6) **This seed is intended to span more than one mini-lesson.** *Today we will learn how to...* (introduce the learning targets for the mini-lesson). Remind students of the earlier read aloud and the discussion using the illustrations and details in a text to describe the important information or key ideas.

Now, let's focus on locating details and key ideas. Reread the first several pages of the book. Model for students locating details and key ideas. Record the details and key ideas on an anchor chart.

Key Ideas (important information)	Details (small ideas)
Most plants make seeds.	Seeds come in small envelopes or boxes.
Seeds grow inside the flower.	Seeds are planted to grow in the gardens.
Seeds can travel from place to place.	Seeds can fall to the ground.

Guided Practice: (this may occur over several mini-lessons) Continue reading the next section. Have students work with a partner to determine small details and key ideas. Give students post-it notes to jot down or sketch small details and key ideas. Record key ideas on larger post-it notes and small details on smaller post-it notes. Provide wait time for students to record and share their thinking with a partner. You may want to use two different colors. Stephanie Harvey shares, "Seeing colors helps students notice there are fewer key ideas."



When finished reading, classify the post-it notes and add to the anchor chart. What key ideas do we need to remember? What small details did you find interesting to help you understand the key ideas? How did the illustrations help you?

Work time: Send students off to work time with a directive to preview their book by skimming and scanning to help them focus on the important information, key ideas. Students should have the opportunity to follow this process with other informational texts. Working independently or with a partner, students will record small details and key ideas in their reader's notebook. Refer to the anchor charts for support. This independent practice from the mini-lesson should last no more than 20 minutes. Then, students transition into other work time activities.

While students are working, circulate the room, listening in to their reading or pulling small groups of students to provide focus group instruction for students who need additional support. This is also the time you pull guided reading groups.

Share Time: Bring students back to whole group. *Use your reader's notebook to share the details from text that helped you understand key ideas in the book you read.*

Sample Thinking Stems/Anchor Charts:

- "Key Ideas (important information) and Details (small ideas)" anchor chart.
- What key ideas do you think we should remember?
- What small details did you find interesting?
- How did the illustrations help you?
- Which key ideas would you want to know more about?

Formative Assessment Opportunities:

- Note if student's post-it notes reflect key ideas and details.
- Listen in during turn and talk for understanding about key ideas and details.
- Use students' writing during independent practice as an exit slip for sharing key ideas and details.
- Observe or conference during independent reading for understanding about key ideas and details.
- Check for understanding about key ideas and details during small groups.

Objective: Students will read with accuracy and fluency to support comprehension.

Lesson Seed # 11

Learning Target:

I can read fluently. (RF.1.4)

Note: From week one of this school year, students should be encouraged to read fluently. You will need to decide where you are in your discussions with students about fluency. You may just be beginning or have initiated previous conversations. Begin or add to your anchor chart accordingly. Students will practice reading fluently during guided practice. Make sure they bring their independent reading books with them to the carpet. It is very important to only practice fluency on familiar text. Use known texts or texts with rhythmic repetition.

Mini-Lesson: (RF.1.4, RL.1.10) This seed is intended to span more than one mini-lesson. *Readers, we share books with our friends and partners every day. We have been practicing to be able to read fluently. When we read with fluency, we better understand what we read. How have you been practicing to read fluently? Turn and talk with your partner about what you are working on to become a fluent reader.* Record students' responses on an anchor chart, e.g.: We put feeling into our reading. We read our favorite books again and again. We choose just right books. (See below.)

Today I am going to read, The Little Red Hen (CL). Project the book using the visualizer so all students have access to the text. Please help me make my reading sound fluent. If I sound like a robot and read-one-word-at-a-time, then say, "Read like you are talking," to remind me to read fluently.

Read, The Little Red Hen (or any book, song or poem with rhythmic repetition). Model reading fluently, as well as like a robot. After modeling several pages, encourage students to join in and help you read. Practice reading with feeling and expression. Revisit the anchor chart and add any new learning of fluent readers.

Guided Practice: Students practice fluent reading using their independent reading books. *As you are reading, remember to put feeling into your reading and read like you are talking.* Observe students and listen to them read. Praise students' use of the strategy. Model for students experiencing difficulty.

Work Time: Send students off to work time with a directive to read fluently. *Practice reading fluently with your partner. Remember how to coach your reading partner to read fluently. Tell your partner, "Read like you are talking." Reading partners can remind us to do our very best fluent reading. We can say to our partner, "Why don't you go back and read that part again?" Or "Let's read that part together and make our voices sound fluent."* Students also read text that is at their independent reading level. This independent practice from the mini-lesson should last no more than 10 or 15 minutes. Then, students transition into other work time activities.

While students are working, circulate the room, listening in to their reading or pulling small groups of students to provide focus group instruction for students who need additional support. This is also the time you would pull guided reading groups.

Share Time: Bring students back to the carpet to share. Remind students we want them to monitor their own reading. *Turn and talk with your partner about what you are working on to become a fluent reader.*

Sample Thinking Stems/Anchor Chart:

Ways to be a fluent reader!
We put feeling into our reading.
We read our favorite books again and again.
Read like you are talking.
Make your reading sound like the characters are talking.
Make your voice go up when you see a question mark.
Make your voice go down when see the period at the end.
Go back and reread when it doesn't sound or look like you think it should.

Formative Assessment Opportunities:

- Teacher Observations during guided practice
- Teacher Observations during work time
- Teacher Observations during small group instruction
- Running Records

Suggested Instructional Texts:

Rigby®, Classroom Library (CL), Text Exemplar (E), Science (S), Social Studies (SS), Toolkit Texts (TT)

Literary	Informational
<u>The Little Duck</u> (CL)	<u>From Seed to Plant</u> (E)
<u>The Little Red Hen</u> (CL)	<u>So That's How the Moon Changes Shapes!</u> (CL)
<u>When I Was Five</u> (E)	<u>Amazing Animals</u> (Rigby)
<u>Don't Laugh At Me</u>	<u>What Do You Do With a Tail Like This?</u> (E)
<u>Kitten's First Full Moon</u> (E)	

Additional Professional Resources:

- Boyles, Nancy N. (2012). That's a GREAT Answer!
- Calkins, Lucy and Tolan, K. (2010). Building a Reading Life.
- Calkins, Lucy. (2011). A Curriculum Plan for the Reading Workshop.
- Clay, Marie. (2005). Literacy Lessons Designed for Individuals.
- Dorn, Linda and Soffos, C. (2005). Teaching for Deep Comprehension – An Approach for Reading Workshop.
- Goudvis, Anne and Harvey, Stephanie. (2008). The Primary Comprehensions Toolkit.
- Goudvis, Anne and Harvey, Stephanie. (2011). Toolkit Texts.
- Harvey, Stephanie and Goudvis, Anne and Wallis, Judy. (2010). Comprehension Intervention – Small Group Lessons for The Primary Comprehension Toolkit Grades K-2.
- McGregor, Tanny. (2007). Comprehension Connections: Bridges to Strategic Reading.
- Seskin, Steve, and Shamblin, Allen. (2002). Don't Make Me Laugh.

Resources for Tier II & Tier III Interventions

- JCPS Response to Interventions website:
<http://www.jefferson.k12.ky.us/Departments/Gheens/RTI/RtI.html>
- Interventioncentral.org: <http://www.interventioncentral.org/>
- Readworks.org (K-6 reading lessons and passages): <http://www.readworks.org/>
- Literacyleader.com (lessons and resources): <http://www.literacyleader.com/>

Websites:

- <http://www.jefferson.kyschools.us/Departments/Gheens/LiteracyCloset/elementary>
- <http://www.Achievethecore.org>
- <http://www.jmeacham.com>
- www.mathsisfun.com/puzzles
- www.jigzone.com



My thinking about ...

(Title)

Text

Thinking

Name _____